

## CALI, Instructional Best Practices for English Language Learners

April 29-30, 2010

### *Walqui's 10 Priorities for Designing Instruction for Immigrant Students*

#### **1. The culture of the classroom fosters the development of a community of learners, and all students are part of that community.**

Classroom	Building/District
<ul style="list-style-type: none"><li>• Teachers create the classroom climate (I agree!)</li><li>• Teachers need to be patient with all students.</li><li>• Teachers need to be very caring and understanding</li><li>• Teachers need to be more understanding of their students' needs. (I agree.)</li><li>• We should take time to show our students that we do care.</li><li>• Know your students</li><li>• Sarcasm should not ever be excused in the classroom</li><li>• I think this is getting better!</li></ul>	<ul style="list-style-type: none"><li>• Provide awareness workshops for teachers about working with ELL students.</li><li>• We need to bring workshops to where the parents comfortably go: churches, community centers.</li><li>• Parents need to go to workshops, too!</li><li>• Create opportunities for interaction which will lead to increased respect for cultures.</li></ul>

#### **2. Good language teaching involves conceptual and academic development.**

Classroom	Building/District
<ul style="list-style-type: none"><li>• Instruction needs to be relevant and meet the needs of the students (yes I agree).</li><li>• Students can set goals for what they are planning to do in the future.</li><li>• Sometimes students need to tell their teachers what some of their goals and objectives are (older ones).</li><li>• ELL's need to learn English in context while studying what regular ed students are learning.</li><li>• Teach (High Order Thinking)</li><li>• A good argument for "content-based" instruction.</li></ul>	<ul style="list-style-type: none"><li>• Guidance dept. or ELL teacher to support students as they transition to regular ed. classes.</li><li>• They need to switch up the needs (goals and obj) for the older students.</li><li>• It's up to the district to set up better ESL programs!</li><li>• This is a serious problem. More communication needed between staff.</li></ul>



**3. Students' experiential background is used as a point of departure and an anchor in the exploration of new ideas.**

Classroom	Building/District
<ul style="list-style-type: none"> <li>• Give students clear expectations on when helping students is okay.</li> <li>• Use students as a resource in the classroom (I agree).</li> <li>• Should be used if student "volunteers" the information.</li> <li>• Respect – all students input – be understanding</li> <li>• Even if the teacher thought the student's answer was wrong, she didn't need to demean the student.</li> <li>• Teachers need to validate more students cultural background and experience (absolutely and let them use their L1 to help others!)</li> </ul>	<ul style="list-style-type: none"> <li>• Don't stereotype students</li> <li>• Celebrate differences</li> <li>• Diversity builds the country – learn from the past and future.</li> </ul>

**4. Teaching and learning focus on substantive ideas that are organized cyclically.**

Classroom	Building/District
<ul style="list-style-type: none"> <li>• Using themes in the classroom helps ELLs organize and prioritize and comprehend language and big ideas.</li> <li>• Students should be given the opportunity to makes corrections, text to text.</li> <li>• This is good teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrates the need for content specialists to be trained on how to make info/language accessible to ELLs.</li> <li>• Teaching "skills" in isolation makes it difficult for ELLs to see the big picture.</li> <li>• Amen! How will we ever convince admins of this for our lesser-skilled kids?</li> </ul>

**5. New ideas and tasks are contextualized.**

Classroom	Building/District
<ul style="list-style-type: none"> <li>• Teachers need to provide multiple opportunities/variety to access content.</li> <li>• Incorporate more REALIA and HANDS-ON activities</li> <li>• Students need hands-on lessons and visuals (I agree with you)</li> <li>• Ditto ↑ new ideas cannot be taught in isolation.</li> <li>• Multi-sensory activities are necessary! Yup!</li> </ul>	<ul style="list-style-type: none"> <li>• Districts should involve exemplary teachers to model this type of instruction</li> <li>• Need more resources and opportunities to access them</li> <li>• Districts need to provide adequate materials for all classes.</li> </ul>

**6. Academic strategies, socio-cultural expectations, and academic norms are taught explicitly.**

Classroom	Building/District
<ul style="list-style-type: none"> <li>I agree that cultural norms and expectations should be explicitly taught. (I agree, but who picks norm?)</li> <li>Teaching is more than just using the book, curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Should be made part of curriculum</li> <li>Ditto! Should be district priority to provide cultural sensitivity training so that students don't feel only ESL teacher does the above. (I agree, I agree also, we agree too, everyone agrees).</li> <li>Everyone needs to play a part and do the right thing.</li> </ul>

**7. Tasks are relevant, meaningful, engaging, and varied.**

Classroom	Building/District
<ul style="list-style-type: none"> <li>Teachers need to provide more hands on and visuals to try and engage everyone in the class.</li> <li>Engage the students more in "how to teach" some of the material.</li> <li>Our school has many if not all classes engaged in meaningful activities.</li> <li>More group activities provide students more time to share.</li> <li>Show that you enjoy what you do.</li> </ul>	<ul style="list-style-type: none"> <li>District could change our boring curriculum.</li> <li>Can teachers help make curriculum less boring?</li> <li>Teachers should be included in planning curriculum, not just dept. chairs and admin.</li> <li>What they said! ↑</li> <li>Need to design curriculum that prepares our kids for tomorrow, not yesterday.</li> <li>Teacher empowerment is a must - get a contract.</li> <li>District takes away all our creativity.</li> </ul>

**8. Complex and flexible forms of collaboration maximize learners' opportunities to interact while making sense of language and content.**

Classroom	Building/District
<ul style="list-style-type: none"> <li>Use a variety of group work</li> <li>This can be done best in quiet area (separate room)</li> <li>Model nothing! Get nothing!</li> <li>A noisy room sometimes means a lot of thinking is going on!</li> </ul>	<ul style="list-style-type: none"> <li>More opportunity to collaborate w/ fellow colleagues</li> <li>Changing demographics support this!!</li> <li>Provide PD for T's to learn effective strategies which incorporate group interactions as the norm. (yes!)</li> <li>However, changing demographics doesn't necessarily mean that opportunities are explicitly provided for group interactions not</li> </ul>

	just in the classroom.
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**9. Students are given multiple opportunities to extend their understandings and apply their knowledge.**

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<ul style="list-style-type: none"> <li>• In my classroom they are</li> <li>• Lots of discussion and input</li> <li>• We give daily multiple opportunities</li> <li>• In our school we use NUA which is Thinking Maps</li> <li>• We need to use more G.O's in our classrooms</li> <li>• Connection to real life application</li> <li>• Pair and group work helps students to share ideas and feel more confident</li> <li>• Absolutely right! The more opportunity for production, the better. (I agree)</li> <li>• Yes – lots of different input to enhance understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• I would hope so</li> <li>• Mostly done at high school</li> <li>• More PD is needed to instruct as to different ways to extend opportunities</li> <li>• Districts should not make teachers adhere to pacing guides. Making sure everyone is teaching the same skill on the same day.</li> </ul>

**10. Authentic assessment is an integral part of teaching and learning.**

Classroom	Building/District
<ul style="list-style-type: none"> <li>• Use authentic assessment in classrooms for evaluation purposes (I agree).</li> <li>• Authentic assessments are more valuable tools than standardized tests! (Amen!)</li> <li>• Using a writer's workshop journal students are able to see their growth.</li> <li>• Valuable tools (I agree)</li> <li>• Along with portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• We need to put more emphasis on authentic assessment for ELLs. And less on state mandated tests.</li> <li>• State mandated tests are killing us!!!</li> <li>• Need to provide time for Ts to collaborate in order to design assessments that are indeed instructional and reflective.</li> </ul>

